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ABSTRACT

The outline for a college-level education course on bilingual education and English-as-a-Second-Language (ESL) instruction is presented. Emphasis is placed on principles of dual language instruction and the Texas state education agency's plan for these areas of instruction. Major areas covered include language development, language learning theory, legal aspects, program design, curriculum design, instructional methods and strategies, assessment, and cultural issues in the classroom. The outline specifies course objectives and details course requirements, including those for attendance and participation, accommodation of student disabilities, quizzes and exams, a research program design paper, student portfolio, group presentations, shared readings, and interviews of self-reported good readers and writers. A course calendar is included, as are project scoring sheets, a list of study questions, a vocabulary list, shared reading exercise, grading criteria for shared reading, and student guidelines for the two interview projects. (MSE)

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ED 386 936

Language Acquisition & Development for Bilingual/ESL Programs

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SAM HOUSTON STATE UNIVERSITY
COLLEGE OF EDUCATION AND APPLIED SCIENCE
Course Description - Summer 1995

DEPARTMENT: Language, Literacy, & Special Populations - Bilingual/ESL Programs

COURSE # / TITLE: BSL 577 [5807] - Language Acquisition & Development for Bilingual/ESL Programs

INSTRUCTOR: Katherine P. McFarland, Ph.D.
240 Teacher Education Center
409-294-1142 (work) / 409-846-5960 (home)

TEXTS REQUIRED: Baker, C. (1993). *Foundations of Bilingual Education & Bilingualism*. Clevedon, Avon-England: Multilingual Matters Ltd.
Crawford, J. (1991). *Bilingual Education: History, Politics, Theory, & Practice*. (2nd Ed.) Trenton, NJ: Crane Publishing.
Two course packets available at SHSU Bookstore

RECOMMENDED: Krashen, S. (1992). *Fundamentals of Language Education*. Rhea, CA: Laredo Press.
Rodriguez, R. et al. (1994) *Compendium of Readings in Bilingual Education: Issues & Practices*. Austin, TX: The Lithoprint Co. [Texas Association for Bilingual Education].

PURPOSE OF COURSE: This course examines the implication of first and second language learners in relation to teaching and learning. Major emphasis is placed on the principles of dual language instruction and the state education agency's plan for Bilingual Education and English-as-a-Second-Language (ESL). Special importance will be placed on language development, theory, law, program models & designs, curriculum, methods, strategies, assessment, and cultural issues.

COURSE OBJECTIVES: Upon completion of this course, the student should have a knowledge-base of:

1. Cognitive, affective, and linguistic variables in second language acquisition.
2. Theories, approaches, methods, and strategies for Bilingual/ESL instruction.
3. Learning Theory and Learning Style Models.
4. Importance of transferability from one language to another in academic areas.
5. Child growth and language development.
6. Texas state law, rules, regulations, and assessment of Bilingual/ESL Programs.
7. History and impact of national & state legislation/policy on Bilingual education.
8. Different program designs, methodologies, techniques, and approaches used to teach second language learners.
9. Emergent literacy strategies in reading/writing/speaking/listening.
10. Sheltering techniques and modifications for content area classes.
11. Language and academic evaluation and alternative assessment.
12. Impact of bilingualism on self-esteem, family, and community issues.
13. Coping skills for teachers of Bilingual/ESL instruction.

COURSE REQUIREMENTS:

Portfolio	(100 pts.).	Research Program Design	(200 pts.)
Class Readings	(40 pts.)	Group Presentation	(50 pts.)
Interviews	(10 pts.)	Exams/Quizzes	(100 pts.)

Other:	Grading Policy:
Lots of questions/reactions	500-450 =A
Pocket jingle for Xerox copies	449-400 =B
Portfolio Notebook	399-350 =C
	349-300 =D

ATTENDANCE AND PARTICIPATION

Regular and punctual attendance is expected. If more than one class is missed, the student is expected to contact the instructor to discuss a negotiated assignment. If no contact is made, the instructor will subtract 20 points from the student's final grade. Morale: Contact the instructor immediately.

DISABLED STUDENTS

A student with a problem which handicaps his/her performance is expected to arrange for a conference with the instructor in order that appropriate strategies be considered to facilitate participation and academic achievement.

QUIZZES AND EXAMS (100 pts)

Occasionally quizzes will be given as a check for reading comprehension and understanding of concepts.

RESEARCH PROGRAM DESIGN CURRICULUM (200 pts)

This Research Program Design Paper describes an "ideal" program design for second language learners based on theory, research, and state regulations. This paper should represent your ideal Bilingual/ESL Program covering grades PK through 12th grade. Two copies of the final paper are due during the final week of the semester. Length should be no less than eight pages with additional pages for references. Students may choose to work individually or with a partner. (Please come and discuss with me first if you choose to work with a partner.)

Papers must address the following criterion: (1) Description of Population, School District, & Community, (2) History of Bilingual /ESL Programs, (3) Student Populations, Language Abilities, (4) Program Philosophy, (5) Program Design, (6) Parental & Community Involvement, (7) Staff Development, (8) Program & Student Evaluation of Learning Outcomes, and (9) Summary.

PORTFOLIO (100 pts)

Portfolios will contain four sections: 1) Personal Goals for course and evidence of achieving goals, 2) Journal Entries, 3) Vocabulary, and 4) Study Questions. Each section will be worth 25 points each and will be handed in the last day of class.

First, personal goals need to be established within the first few days of class and should be limited to no more than three goals. Evidence of reaching these goals must be found in this first section. **Second,** journals will be collected sporadically and will be part of your portfolio. Each entry should be at least one page. Journals will be to connect/interpret/define/ conceptualize/ compare/contrast/analyze/classify/evaluate old constructs of knowledge into new constructs for the purposes of understanding, changing, and storing information. Students will be given time in class for entries which they may finish at home if needed. Journals will be graded individually in comparison to class as a whole. Improvement will be an important factor. Please number and date each entry. **Third, vocabulary** will consist of the most frequent concepts you will need for this profession. You will be responsible for finding the definitions and knowing the terminology that

will be given to you in advance by the instructor. Feel free to add to the list as needed. **Fourth,** study questions will be given in advance by the instructor. These questions represent critical information that you will be able to use as a professional in the Bilingual Education classroom. Kudos will be given to those answers that do not just parrot information but reach beyond into critical thought. **Grading Criterion will be established by the class in advance.**

GROUP PRESENTATIONS (50 pts)

The purpose of the presentation is to present information about a topic in which you and/or your partner want to become more familiar. Please use the ERIC data base in the library; it will save you days/weeks worth of work. You will synthesize the materials into a two page (front and back) outline that will be presented and helpful to the class. Annotated bibliography (five articles) will be required with your outline. Xeroxed copies of your outline will be given to each member of the class. Presentation skills will be considered. Grading criterion will be discussed in advanced and given by the instructor. Each presentation will take a total of 10-15 minutes. Be ready for questions from your audience at the end. You will want to highlight the following:

main question to focus topic
definitions to cover pertaining to topic
current theoretical beliefs on topic
current research on topic
implementations in the classroom

Choose, develop, and present one of the following topics concerning bilingual education or develop your own topic (permission from instructor needed):

Family and Community Programs
Software in Bilingual/ESL
Staff Development
Gifted & Talented Ed.
Accelerated Schools
Teacher-as-Researcher
Multicultural Literature
Cooperative Learning/Peer Tutoring
Special Education
Immigrant Programs

SHARED READINGS (40 pts)

Students will be asked to share **four assigned articles** with the class. Criterion and expectations will be stated in advance by instructor. List of articles is from required and recommended texts.

INTERVIEWS (10 pts)

You will be asked to conduct and write up some notes on an interview with someone who perceives of himself/herself as a good reader or writer. One half of the class will be interviewing someone on reading; the other half on writing. My goal is for you to learn about the great diversity of ways of reading and/or writing so you will help your students to see options. As we share our interviews with classmates, you will get much more perspective and awareness about the reading and writing processes. This interview should last at least a 1/2 hour and you should take excellent notes to pass in. Grading criterion and further explanation will be given in advance.

DATE	TOPIC	ASSIGNMENT
6/6	How do we learn best? Neurophysiological Theories Brain Dominance Theories	Look over Packet Look over textbooks

6/7	Child Growth & Development First Language Learning & Speech Development Stages of Language Development (Piaget)	Baker: Chap. 10 Krashen: Chap. 1
6/8	Bilingualism - Definitions Theories of Language Acquisition Theories of Second Language Acquisition Thinking & Learning in Bilinguals	Baker: Chap. 1, 5, 6, 7, 8, 9, 14
6/9	History of Bilingual Education Texas Rule/Regulation for Bilingual/ESL Results Based Monitoring Research on Bilingual Education	Crawford: Chap. 1, 2, 3 Crawford: Chap. 5, 6, 12 Packet on Texas Law
6/12	Program Models & Frameworks of Bilingual Ed. Curriculum Guidelines Essential Elements Promising Programs	Baker: Chap. 11, 15, 16 Crawford: Chap. 7, 8, 9, 11 Compendium: Chap. 5 Packet on Texas Law
6/13	Program Designs of Bilingual Education	
6/14	Integrated Language Teaching Theory/Assumptions/Criterion/Strategies Planning Integrated Curriculum (Jacobs) Creating Thematic Units	Packet on Strategies
6/15	Emergent Literacy Strategies Strategies of Good Readers & Writers Interviews of Reading & Writing Cambourne's Seven Conditions of Learning	 Baker: Chap. 13 Compendium: 9, 11, 14 Packet of Strategies
6/16	Reading & Writing Strategies Instructional Practices	Compendium: 15, 16 Krashen: 2, 3, 4
6/19	Curriculum: Sheltered English Modifications in the Content Area Classroom	Packet of Strategies
6/20	Intro to Multicultural Education	Baker 18 Compendium: 4, 25, 26
6/21	Multiculturalism/Anti-Racism The Politics of Bilingualism Importance of Community & Family Resources	Baker: Chapter 3, 4, 17 Crawford: 3, 10 Compendium: 29, 30
6/22	Assessment in the LEP Classroom	Baker: Chapter 2 Compendium: 7, 8, 23
6/23	Student Presentations Coping Skills in the Bilingual Ed. Classroom	

• **Research Program Design Paper** [1]. Research Program Design Paper describes an "ideal" program design for second language learners based on theory, research, and state regulations. This paper should represent your ideal bilingual/ESL program grades prekindergarten to twelve. Length should be no less than 10 pages with additional pages for references. Paper should address at a minimum the following format: [200 points]

1 •Description of Population, School District, Community [10]
- Describe your ideal population, demographics, community strengths and businesses organizations, and school district campuses and demographics.

2 •History of Bilingual/ESL Programs [10]
- Describe how bilingual/ESL programs began in the school district. Incorporate the relationship of theory, federal and state laws and regulations that may have helped to impact the district's decision. Relationship of current school district policy to site based decisions also would be important.

3 •Student Populations, Language Abilities [English/Spanish] [25]
Describe who your students are, how you identified the LEP students and which grades they are located. Incorporate state laws and regulations for identification, classification and placement as related to Chapter 89 and other state regulators measures. Define tests usedand the process for selection.

4. •Program Philosophy [State Rules, First/Second Language Theory] [25]
Describe your program philosophy in relation to type of bilingual education program and ESL program incorporated in the district. Describe how theory and research support the district's decision for this model.

5 •Program Design/Description [60]
Describe the program implementation process by district overview and each campus. Incorporate staff, teachers, paraprofessionals, counsels designated at campuses. Describe where students are placed by grade level and subjects taught. Describe the qualifications of teachers at each grade level and number of students designed for each. Consider the instructional methodologies, philosophy, textbooks, supplementary materials used to support and implement your design.

6 •Parental and Community Involvement [20]
Describe how parents and community are involved in the program by highlighting the types of activities, programs, training and cultural exchanges incorporated into the program.

7 •Staff Development [20]
Describe how staff in the bilingual and mainstream program are trained during the year and on a continuous basis to maintain the philosophy of your program.

8 •Program and Student Evaluation of Learning Outcomes [20]
Describe how students are evaluated, alternative assessment measures, and program evaluation instruments used to assess overall program gains. Incorporate state adopted tests and process for assessment.

9 •Summary [10]
Synthesis of an overall perspective of program design. Implications for future of program.

Name_____

Research Program Design

•Description of Population, School District, Community	[10]	_____
•History of Bilingual/ESL Programs	[10]	_____
•Student Populations, Language Abilities [English/Spanish]	[25]	_____
•Program Philosophy [State Rules, First/Second Language Theory]	[25]	_____
•Program Design/Description	[60]	_____
•Parental and Community Involvement	[20]	_____
•Staff Development	[20]	_____
•Program and Student Evaluation of Learning Outcomes	[20]	_____
•Summary	[10]	_____
Length [10 pages with additional references]		_____
Theory, research, state regulations		_____

Comments

Name_____

Research Program Design

•Description of Population, School District, Community	[10]	_____
•History of Bilingual/ESL Programs	[10]	_____
•Student Populations, Language Abilities [English/Spanish]	[25]	_____
•Program Philosophy [State Rules, First/Second Language Theory]	[25]	_____
•Program Design/Description	[60]	_____
•Parental and Community Involvement	[20]	_____
•Staff Development	[20]	_____
•Program and Student Evaluation of Learning Outcomes	[20]	_____
•Summary	[10]	_____
Length [10 pages with additional references]		_____
Theory, research, state regulations		_____

Comments

PORTFOLIO

STUDY QUESTIONS

Answer the following questions as fully as possible and place in your Portfolio. All answers must be well thought out and typed. Make sure that when you are referencing someone else's words or ideas that you give the author credit.

1. How do human beings learn? How do you best learn?

2. What is Bilingual Education? Why do you believe it is an important instructional approach to teach Limited English Students?

3. How do students learn a first language as compared to a second language?

4. Why does a second language learner need a strong foundation in a first language to learn a second?

5. How do theory and research support second language acquisition? Explain.

6. What are some of the criticisms that surround Bilingual education? Why have such criticisms persisted through the years?

7. Why are certain program models more successful than others? Compare the differences

8. Explain Integrated Curriculum and discuss the benefits. What are thematic units?

9. What is the role of evaluation and assessment for LEP students?

10. How does a teacher determine which curriculum and instructional methodologies are better than others in light of the philosophy of Billingual Education?

11. How does curriculum, instruction, and assessment link together in the design of the Bilingual Program.

12. What ways can you involve more parents and community in Bilingual Education?

13. What would contribute to the conservative movement that is sweeping the country? How will such a movement effect Bilingual Education?

14. Who are your state Congress members and Senators, and what position do they take on Bilingual Education?

15. What are the organizations that are affiliated with Bilingual/ESL? How can such organizations help you?

16. Begin to make a list of resources and people who can help can help you "network" in Bilingual Education.

17. What were your goals this semester, and how will did you achieve them.

PORTFOLIO

VOCABULARY

The following list of terminology should be filled out everyday throughout the three weeks of the semester. Such a list of terminology will give you a chance to write out a definition for you to keep permanently and place in your portfolio.

Lau vs. Nichols
Brown vs. Bd. of Ed. (C, 35)
English Only Movement
English Plus Movement
Office of Civil Rights (OCR)
National Association of Bilingual Ed.
Texas Association of Bilingual Ed.
Second Language Acquisition Theory
Whole Language
Life-long Literacy
Title VI Grants
Title VII Grants
Submersion
Limited English Proficient (LEP)
Submersion Plus ESL
English-as-a-Second Language (ESL)
Transitional Bilingual Education (TBE)
Immersion
Enrichment Immersion
Structured Immersion
ESOL Plus Immersion
Maintenance Bilingual Education
Transitional Bilingual Education
Early Exit Bilingual Model
Late Exit Bilingual Model
Additive Bilingual Education
Subtractive Bilingual Education
Two-Way Bilingual Education
Two-Way Partial Immersion
Immersion Bilingual
Maintenance Bilingual
The Case Study Model (California)
Sheltered English
Tracy Terrell (C, 104)
The Natural Approach
Method
Integrated Language Teaching Method
Preview-Review Method
Modifications
Mainstreaming
Pull-out Model
Emergent Literacy
Biliteracy
Stages of Reading
Active vs. Passive Reading
Readability Formulas
Cloze Tests
Summative Evaluation
Theory
Pedagogy
Curriculum
Research
Methodology
Cognition
Learning Styles
Metacognition
Schema Theory
Advanced Organizer
Bicultural Ambivalence
Social Reconstructionism
Xenophobia
Assimilation Theory
Acculturation Theory
Enculturation
Amalgamation
Cultural Deprivation Theory (C, 27)
Multicultural Education
Critical Theory
Language Dominance
Stephen Krashen
Language Acquisition Hypotheses
Natural Order Hypothesis
Acquisition-Learning Hypothesis
Input Hypothesis
Monitor Hypothesis
Jim Cummins
BICS (C, 107)
CALP (C. 107)
Threshold Hypothesis (C, 110)
Common Underlying Proficiency
Separate Underlying Proficiency
Interdependence Hypothesis
Language Mismatch Hypothesis
Code-Switching
Concurrent Translation Method
Code Switching
Fossilization (C, 110)
Silent Period
Cooperative Learning
Functional Literacy
Cultural Literacy
Process Writing
Peer Support Groups
Conferencing
CALLA
Formative Evaluation

SHARED READING EXAMPLE

K. P. McFarland
June 9, 1995

Bilingualism and Thinking
Baker: Chapter 9 (pp. 118-129)

Purpose: To begin to ask the question, "Do bilinguals and monolinguals think differently? Are there differences in processing information?"

I. Underlying Hypotheses (Creative Thinking and Bilingualism)

A. Bilinguals produce more fluency, flexibility, originality, & elaboration in thinking.
B. Bilinguals may be more divergent thinkers (more creative & flexible) vs. convergent thinkers (structured; one answer).
C. Most research shows that bilinguals are more superior on divergent thinking tests.
   1. Cummins (1975) found that "balanced bilinguals" were more superior on the fluency and flexibility scales on verbal divergent tests; originality was equal.
   2. Research can be explained by the Threshold Theory.
   3. There are many problems with such studies (p. 120)

II. Bilingualism and Metalinguistic Awareness: Initial Research

A. Bilinguals may have a larger vocabulary in both languages (Swain, 1972).
B. Bilinguals were superior in their ability to relate stories and to express concepts within those stories (Doyle et al, 1978).
C. Leopold (1939) cited that his daughter retold stories with more open interpretation and without parroting the words.
D. Ianco-Worrall (1972) found that in a matched group (bilinguals & monolinguals) that bilinguals (age 4-6) tended to respond to word meaning more, monolinguals more to the sound of a word.
   1. By age 7, there was no difference.
   2. Names could be more interchanged (1972)
E. Ben-Zeev (1977) found that bilinguals must analyze and inspect their languages more, reinforcing a more analytical orientation.

III. Bilingualism and Metalinguistic Awareness: Recent Trends

A. Research has concentrated more on the person and the product.
B. Recently, emphasis has been placed more on **process of thinking.**
C. Metalinguistics - the ability to think about and reflect upon the nature and functions of language using the language as an object of thought vs. comprehending and producing sentences. (Tummer & Herriman, 1984)
D. Donaldson (1978) suggests that bilinguals may be ready earlier than monolinguals in reading because they develop a more analytical orientation to language by organizing their two language systems.
E. Bialystok (1987) found that bilingual children (ages 5-9) had higher measures on the cognitive control of linguistic processes which means the level of analysis of the child's linguistic knowledge.
F. Bialyskok (1987) found that bilingual children were ahead on counting words in sentences.

G. Conclusions reached from the studies are that fluent bilinguals may have increased metalinguistic abilities of analyzing their knowledge of language and having greater control o f internal language processing.
H. However, research supports the Threshold Hypothesis in which the higher the development in both languages, the better the performance (Galambos & Hakuta, 1988; Cummins, 1976).

IV. Bilingualism and Communicative Sensitivity

A. Communicative sensitivity - the ability to monitor which language and what rules dictate for different audiences and purposes.
B. Hypothesis suggests that bilinguals may be more sensitive in social situations that require careful communications, such as the needs of listeners.
C. Genesee, Tucker, & Lambert (1975) found that bilinguals (age 5-8) were more sensitive to the needs of listeners in a board/dice game.

V. Explanations of Findings

A. Cummins (1976) suggests that bilinguals may have a wider and more varied range of linguistical experiences from operating in two languages and cultures.
B. Perhaps bilinguals have cognitive advantages because of a switching mechanism between their two languages that causes them to be more flexible in their language.
C. Objectification (Imedadze, 1960) suggests that bilinguals may compare and contrast their two languages, forcing them to look at the nuances of the languages.
D. Reynolds (1991) and Sternberg, (1985) propose a three component model of intelligence:
    1. Contextual Subtheory explains how one mush adapt to the environment in which one is placed; thus bilinguals may be more adaptable both linguistically as well as socially.
    2. Experiential Subtheory suggests that early exposure to two languages allows bilinguals to be free to process new experiences and challenges.
    3. Componential Subtheory concerns three dimensions:
        a. Ability to execute, control and monitor two languages.
        b. Double the resources for executing verbal tasks.
        c. Double chance of acquiring new info. and vocabularies.

V. Limitations of Findings

A. Other factors may provide alternative explanations.
B. Not all research is done with balanced bilinguals.
C. Does bilingualism cause increased cognitive abilities?
D. Which type of bilinguals have the benefits?
E. Often experimenters' expectations get in the way.
D. Are such cognitive benefits temporary or permanent?

Baker, C. (1993). *Bilingualism and Thinking* (Chapter 9) in **Foundations of Bilingual Education and Bilingualism**. Philadelphia, PA: Multilingual Matters Ltd.

Name: _____ **Score:** _____

Grading Criterion for Shared Reading - 10 pts

Organization - Ideas clearly stated/supported; Thorough Development; Intro./Body/Conclusion.	1	2	3
Content Knowledge - Knowledge of Article; Relevancy	1	2	3
Presentation Skills - Getting info. across; Eye Contact /Voice/Delivery; Not Reading Notes	1	2	
Mechanics/Punc/Sp - No mechanical errors found; Sentence or Phrase Outline	1	2	

Comments:

Name: _____ **Score:** _____

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Presentation Skills - Getting info. across; Eye Contact /Voice/Delivery; Not Reading Notes	1	2	
Mechanics/Punc/Sp - No mechanical errors found; Sentence or Phrase Outline	1	2	

Comments:

INTERVIEWS

READING ON READING

You will be asked to conduct and write up some notes on an interview with someone about how they read. My goal is for you to learn about the great diversity of ways of reading in the world so you will see more options when you read. As we share our interviews with classmates, you will get much more perspective and awareness about the reading process. Other goals will be:

-to examine the processes involved in reading different texts
-to learn about the broad spectrum of reading approaches/strategies
-to focus on the stages of reading - what comes first, second, third . .
-to examine what is an emergent reader or how reading begins.

Your main objective then is to write up an interview with someone about his/her reading. This interview should last at least a 1/2 hour and you should take excellent notes to pass in. Choose someone who does a significant amount of reading and who takes reading seriously. Make sure your interview includes:

1. The kinds of reading the person does.
2. The conditions that must be present when a person reads.
3. The ways/processes in which the person reads.
4. The incidents that have been helpful or harmful in reading.
5. Any changes in reading that the person has experienced.
6. Something you conclude. That is, don't just give a portrait of your reader; make your interview an occasion for explaining a conclusion you have reached about reading or thinking on the basis of the interview. Perhaps it may be a conclusion about why the person reads well or about the nature of reading. Perhaps it will be something you conclude about your reading on the basis of interviewing the person. Figure out something that is interesting to you. and it will probably be interesting to others.

Pick someone who reads a significant amount and cares about reading, such as:

- An adult professional who is devoted to reading as a large part of his/her job.
- And adult who is devoted to reading thought it is not part of his/her job.
- A junior, senior, or graduate student who considers himself/herself a proficient reader.

Helpful Questions

- Kinds - Would you tell me all the kinds of reading that you do?

- Conditions - Tell me something about where and when you usually read and under what conditions promote reading. Do you think that any of this makes a difference in your reading?

- Processes - Try and determine the reading processes for several kinds of reading. - - as different as possible. What happens before reading, during reading, and after reading.

- Incidents - What past experiences have been helpful and harmful to how this person reads. What helped him/her the most in learning? What was the role of instruction versus learning by experience?

- Changes - What important changes have there been in how s/he reads and feels about reading?

Requirements - You will want the following categories on a blank sheet of paper before you conduct your interview: Kinds, Conditions, Processes, Incidents, Change, and Conclusions. Notes must be legible for me to read.
Assignment adapted from Elbow & Belanoff (1989). A Community of Writers. NY: Random.

INTERVIEWS

Writing-on-Writing

You will be asked to conduct and write up some notes on an interview with someone about how they write. My goal is for you to learn about the great diversity of ways of writing in the world so you will see more options when you write. As we share our interviews with classmates, you will get much more perspective and awareness about the writing process. Other goals will be:

-to examine the processes involved in writing for different purposes.
-to learn about the broad spectrum of writing approaches/strategies
-to focus on the stages of writing - what comes first, second, third . .
-to examine what is an emergent writer or how writing begins.

Your main objective then is to write up an interview with someone about his/her writing. This interview should last at least a 1/2 hour and you should take excellent notes to pass in. Choose someone who does a significant amount of writing and who takes writing seriously. Make sure your interview includes:

1. The kinds of writing the person does.
2. The conditions that must be present when a person writes.
3. The ways/processes in which the person writes.
4. The incidents that have been helpful or harmful in writing.
5. Any changes in writing that the person has experienced.
6. Something you conclude. That is, don't just give a portrait of your writer; make your interview an occasion for explaining a conclusion you have reached about writing or thinking on the basis of the interview. Perhaps it may be a conclusion about why the person writes well or about the nature of writing. Perhaps it will be something you conclude about your writing on the basis of interviewing the person. Figure out something that is interesting to you. and it will probably be interesting to others.

Pick someone who writes a significant amount and cares about writing, such as:

- An adult professional who is devoted to writing as a large part of his/her job.
- And adult who is devoted to writing thought it is not part of his/her job.
- A junior, senior, or graduate student who considers himself/herself a proficient writer.

Helpful Questions

- Kinds - Would you tell me all the kinds of writing that you do?

- Conditions - Tell me something about where and when you usually write and under what conditions promote writing. Do you think that any of this makes a difference in your writing?

- Processes - Try and determine the writing processes for several kinds of writing. - - as different as possible. What happens before writing, during writing, and after writing.

- Incidents - What past experiences have been helpful and harmful to how this person writes. What helped him/her the most in learning? What was the role of instruction versus learning by experience?

- Changes - What important changes have there been in how s/he writes and feels about writing?

Requirements - You will want the following categories on a blank sheet of paper before you conduct your interview: Kinds, Conditions, Processes, Incidents, Change, and Conclusions. Notes must be legible for me to read.
Assignment adapted from Elbow & Belanoff (1989). A Community of Writers. NY: Random.